DOCUMENT RESUME

ED 164 880 CE 019 076

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TITLE Career and Vocational Education. Concepts of Health Management System.
INSTITUTION San Mateo Union High School District, Calif.
PUB DATE 78
NOTE 26p.; For related documents see CE 017 075-077. Not available in hard copy due to uneven print quality in the original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Age; *Behavioral Objectives; Course Organization; Curriculum Guides; Diseases; *Health Education; Heredity; Hygiene; *Management Systems; Mental Health; *Performance Based Education; *Performance Criteria; Reproduction (Biology); Secondary Education; *Student Evaluation; Task Performance

ABSTRACT

This curriculum guide is designed to assist students in developing the ability to understand the many aspects of personal/social/mental health. It emphasizes student performance objectives in physical well-being, disease, reproduction, heredity, mental health and aging. It is also designed to assist the local teacher with organization and management of the course. The management system describes the accountability line and the information flow from the teacher to the principal and to the superintendent. First, the overall course objectives, district goals and objectives, and teacher facilitating objectives are listed. Next, the student performance objectives are presented in five units, which are titled (1) Postive Mental Health; (2) Human Sexuality; (3) Growth and Maturation; (4) Death and Dying; and (5) Man and Disease. These objectives are arranged in nine-week time frames to facilitate the collection of evaluation data at the same time as quarterly grades are issued. Appendix 1 includes a management system report--time frame check lists, teacher facilitating objectives, student objectives, and a narrative report. Appendix 2 lists suggested audiovisual materials for health education on such topics as birth control; coping with emotions, aging, and death; alcohol; buying health care; and heart disease, cancer, and high blood pressure. Two other curriculum guides accompany this document and include performance objectives for courses in metals (CE 019 077) and industrial arts (CE 019 075). (CT)

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CONCEPTS OF HEALTH

CAREER AND VOCATIONAL

EDUCATION

CONCEPTS OF HEALTH

MANAGEMENT SYSTEM

San Mateo Union High School District
San Mateo, California
1978

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EDUCATION & WELFARE
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CONCEPTS OF HEALTH

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CONCEPTS OF HEALTH

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CONCEPTS OF HEALTH

INTRODUCTION

Concepts of Health is a part of the Consumer Homemaking Education Program of the San Mateo Union High School District. The course is designed to assist students in developing the ability to understand the many aspects of personal/social/mental health. The study of physical well-being, disease, reproduction, heredity, mental health and aging will provide the student with tools for effective living.

The Concepts of Health Management System is designed to assist the local teacher with organization and management of the course. It describes the accountability line and the information flow from the teacher to the school principal or his designee, and to the superintendent or his designee.

The management system includes measurable objectives which detail the responsibilities of the teacher and the students. The process identified in the management system will generate course evaluation data which will lead to more efficient planning and course improvement.

The objectives in the management system are arranged into nine-week time frames to facilitate the collection of evaluation data at the same time as quarterly student grades are issued.

Concepts of Health Curriculum Committee:

Beatrice Fiedler, Chairperson
Bonnie Hawkins
Marge McCarthy
Linda Duerson

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COURSE OBJECTIVES:

The major objective of the course is to prepare the students to understand the inter-relationships of mental, physical, and social health. To accomplish the major objective the course in Concepts of Health will:

1. Assist the students to function as mentally and physically healthy individuals and as contributing members of families and society.

2. Help students to develop an understanding of the principles of mental health and to learn methods of fostering positive mental health.

3. Assist students to explore the changing male and female roles and the needs for human companionship and family planning.

4. Provide students with opportunities to learn and discuss the current trends in prenatal care, methods of childbirth and parenting.

5. Assist the students to learn the different types of growth and maturing problems and become acquainted with the community agencies which can aid individuals or families with these problems.

6. Provide students with knowledge of ways to maintain physical well-being through exercise, proper nutrition, sound health care, and the recognition of abusive health practices.

7. Introduce students to the types of major chronic health problems such as heart disease, strokes and cancer, and the community agencies which may provide assistance to persons with chronic health problems.

8. Provide students with information to enable them to recognize common communicable diseases including venereal disease and the various ways of preventing and treating communicable diseases.

9. Introduce students to the many career opportunities associated with the allied health and family assistance career areas.

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DISTRICT GOALS AND EXPECTANCIES

The Concepts of Health course objectives will assist each student in terms of his/her potential to attain the following San Mateo Union High School District goals and expectancies:

1.0 **Know the many forms in which communication occurs, and communicate effectively.**

- Understand how attitudes, values, and emotions are communicated in both verbal and non-verbal ways.
- Realize that he/she cannot relate to all people in the same manner or to the same degree.
- Recognize and respect the feelings and expressions of others.
- Examine and recognize the difference between fact and opinion.

2.0 **Maintain good physical and mental health.**

- Exhibit a knowledge of human bodily functions, anatomy, and physiology.
- Understand and practice the concepts of total physical fitness, including nutrition, rest, and exercise.
- Demonstrate responsibility for healthful living and comprehend the dangers of the use of alcohol, tobacco, and drugs.
- Possess a scientific, critical, and intelligent attitude toward personal and public health problems, including the prevention and control of disease.
- Demonstrate a practical knowledge of accident prevention, first aid, and control of disease.
- Recognize that mental attitudes and emotional feelings are related to physical well-being.
- Exhibit ability to function effectively under stress.

3.0 **Understand and accept themselves and others.**

- Understand how the human personality is formed.
- Take into account individual differences in people.
- Recognize and assess the many roles people play in groups.

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4.0 Are aware of and sensitive to value systems.

- Be aware of his/her own value system and the influences which mold such systems.
- Choose non-destructive courses of action consistent with his/her own value system.
- Accept the consequences of decisions based upon his/her value judgments.

5.0 Participate in the economic, political and social aspects of modern organized society.

- Comprehend the need for societal control of individual actions.
- Recognize the uniqueness of the family as a social organization.
- Recognize the value to the individual and to society of voluntary services.

6.0 Apply the processes of problem solving.

- Recognize and define the problem.
- Recognize and define techniques necessary for problem solving and decision making.
- Select a method for solution and accept responsibility for the results of the decision.
- Identify cause-and-effect relationships.

7.0 Have a comprehensive and accurate knowledge of the world of work.

- Know about a wide variety of occupational fields and the required education and training necessary for entry-level employment and advancement in these fields.
- Use occupational information that is available to him/her.

8.0 Realize the role of education in human progress.

- Continue his/her education beyond compulsory limits and recognize that learning is a lifelong endeavor.
- Recognize the valuable role of education in effecting change.

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9.0 Conserve the natural and human resources of their environment.

- Accept responsibility for conserving and developing human and natural resources.
- Recognize how man's actions affect his environment.

10.0 Use leisure time in individually and socially productive ways.

- Use leisure time in ways that are satisfying to him/her and to the members of his/her peer and family groups.
- Make full use of our national, state, and community resources for individual, family, and group recreational purposes.

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TEACHER FACILITATING OBJECTIVES

TIME FRAME	
1	2

The teacher facilitating objectives are designed to provide a framework and a procedure that will assist students in accomplishing the student unit performance and terminal performance objectives of the program.

1. Provide orientation sessions for students enrolled in Concepts of Health.
2. Provide students with assistance in unit planning and completing learning activities.
3. Distribute all unit objectives to students and assist in relating these objectives to requirements for Concepts of Health.
4. Assist students in completing unit objectives by providing demonstrations and concepts for each unit of instruction.
5. Establish and maintain a system of records consistent with the laws and appropriate to student activities.
6. Assist students to complete and submit required forms and assignments.
7. Meet and confer with students to evaluate their performance.
8. Submit a report of progress in completing the facilitating objectives and student performance objectives.
9. Consult with administrators, teachers and guidance personnel relative to the student and his/her educational goals as needed.
10. Submit grading reports to designated individuals in the schools.
11. Provide students with outside resource persons relative to the units of instruction.
12. Revise and rewrite objectives for student learning experiences.
13. Develop new instructional materials and visual aids based on student performance objectives.
14. Set up orientation sessions for the Concepts of Health students in the Career Center and consult with them on future projects for students.
15. Conduct a survey to evaluate and adjust the program prior to the end of each semester. This survey will involve 100% of the students in the program.

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STUDENT TERMINAL PERFORMANCE OBJECTIVES

TIME FRAME	
1	2

1. **After completing the unit on Positive Mental Health the student will be able to:**

   - describe man's basic drives
   - recognize defense mechanisms
   - evaluate adjustment devices

2. **After completing the unit on Human Sexuality the student will:**

   - have knowledge of the physical aspects of sex
   - recognize the need for parenting and its effects on children
   - recognize the factors that determine population control
   - have knowledge of choices in sexual life-styles

3. **After completing the unit on Growth and Maturation the student will be able to:**

   - describe role changes in maturation
   - discuss emotional stress in families with extended-age members
   - discuss the need for exercise and good diet during the aging process
   - display knowledge of medical aids available for aging process

4. **After completing the unit on Death and Dying the student will:**

   - have knowledge of the emotional states families go through in the death and dying process
   - be aware of alternatives to American death rituals

5. **After completing the unit on Man and Disease the student will:**

   - have knowledge of devices to maintain physical fitness and weight control
   - recognize communicable diseases, causes and prevention techniques
   - have knowledge of chronic and degenerative diseases
   - be a knowledgeable health care consumer
   - recognize factors which cause accidents
   - have knowledge of emergency first-aid and CPR techniques

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STUDENT PERFORMANCE OBJECTIVES

TIME FRAME

1	2

UNIT 1: POSITIVE MENTAL HEALTH

Each student enrolled in Concepts of Health will:

1. **Be able to discuss or describe ways to improve communication skills.**

   Evaluation: class discussion, participation in class exercises

2. **Be able to list and describe the basic human emotions such as hate, anger, loneliness, fear, frustration, anxiety, jealousy and love.**

   Evaluation: class discussion, participation in class exercises

3. **Be able to recognize the basic survival needs in relation to himself/herself and what he/she does to satisfy these needs.**

   Evaluation: submit a self-evaluation of needs and need satisfactions

4. **Be able to describe defense mechanisms such as rationalization, projection, identification, compensation, fantasy and repression.**

   Evaluation: class discussion, participation in class exercises

5. **Be able to recognize these defense mechanisms in relation to himself/herself and the positive and negative ways he/she uses them.**

   Evaluation: submit a self-evaluation on use of defense mechanisms

6. **Be able to discuss ways of coping with stressful situations such as loss of parent, friend or divorce.**

   Evaluation: class discussion, participation in class exercises

7. **Be able to recognize three types of alcoholism and explain its effects on self, home and community.**

   Evaluation: class discussion, quiz

8. **Be able to describe problems and pressures which contribute to suicidal feelings, common warning signs of suicide, and how to help a suicidal person.**

   Evaluation: class discussion, quiz

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	TIME FRAME	
	1	2

9. **Be able to discuss child abuse, the effects on the child and family, and ways to help the individuals involved.**

   Evaluation: class discussion

10. **Be able to list private and community agencies which may assist the student and family to cope with family problems.**

    Evaluation: class discussion, quiz

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UNIT 2: HUMAN SEXUALITY

TIME FRAME

1	2

Each student enrolled in Concepts of Health will:

1. **Be able to discuss factors to consider when deciding whether to become a parent.**

   Evaluation: class discussion, participation in class exercises

2. **Be able to describe the importance of parenting during the different stages of a child's emotional development and explain the ways a parent can influence optimum development.**

   Evaluation: class discussion, analysis of a family situation

3. **Be able to discuss costs of having a child from the emotional, physical and monetary points of view.**

   Evaluation: class discussion, analysis of a family situation

4. **Be able to give a general description of the development of an embryo/fetus.**

   Evaluation: class discussion and quiz

5. **Be able to discuss and describe tests available to help detect and prevent infant defects.**

   Evaluation: class discussion and quiz

6. **Describe six birth processes.**

   Evaluation: class discussion, review of articles, books

7. **Be able to label a diagram and know the functions of male and female reproductive organs.**

   Evaluation: class discussion, quiz

8. **Be able to describe three female sterilization processes and explain why they are effective.**

   Evaluation: class discussion, quiz

9. **Be able to describe two types of male sterilization processes and why they are effective.**

   Evaluation: class discussion, quiz

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TIME FRAME	
1	2

10. **Be able to describe and discuss sexual life-style choices.**

    Evaluation: class discussion, quiz

11. **Be able to list five contraceptive devices, explain how they work, and their relative effectiveness.**

    Evaluation: class discussion, quiz

12. **Be able to discuss rape as a social problem and its prevention and treatment.**

    Evaluation: class discussion, submit paper or participate in panel discussion

13. **List private and community resources which may assist a student and the family with problems of sexuality.**

    Evaluation: class discussion, quiz

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TIME FRAME

1	2

UNIT 3: GROWTH AND MATURATION

Each student enrolled in Concepts of Health will be able to:

1. **Discuss the complexity of role changes in our society affecting people in different age groups.**

   Evaluation: class discussion, panel or discussion paper

2. **Describe special emotional, social and physical needs of people in successive age groups.**

   Evaluation: class discussion, panel or discussion paper

3. **Describe the importance of exercise, diet and drugs on the aging process.**

   Evaluation: class discussion, panel or discussion paper

4. **Discuss and describe transplants and implants available to the aging group.**

   Evaluation: class discussion, panel or discussion paper

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TIME FRAME

1	2

UNIT 4: DEATH AND DYING

Each student enrolled in Concepts of Health will:

1. **Become aware of ways of coping with death by describing the special emotional needs of an individual under stress and the effects of death stress on families.**

   Evaluation: class discussion, panel or discussion paper

2. **Describe how various societies use death rituals, alternatives for disposal of bodies, euthanasia, death with dignity and bereavement.**

   Evaluation: class discussion, panel or discussion paper

3. **Be able to list and discuss the stages in the acceptance of death by the dying person and the survivors.**

   Evaluation: class discussion, quiz

4. **Be able to describe options for American death rituals.**

   Evaluation: class discussion, quiz

5. **Be able to discuss differences in legal and clinical death.**

   Evaluation: class discussion, panel, discussion paper

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UNIT 5: MAN AND DISEASE

TIME FRAME

1	2

Each student enrolled in Concepts of Health will:

1. **Be able to discuss the effects of early diagnosis and treatment in the prevention and control of disease.**

   Evaluation: class discussion, panel, discussion paper

2. **Describe forces such as climate, sanitation, good nutrition and stress and their effects on the host/agent relationship in disease.**

   Evaluation: class discussion, panel or discussion paper

3. **List and describe the needs and care of the body's defense systems.**

   Evaluation: class discussion, quiz

4. **Describe the effects of smoking on general good health.**

   Evaluation: class discussion, panel or discussion paper

5. **Describe the effects of general good health and stress on cancer, allergies and heart diseases.**

   Evaluation: class discussion, panel, discussion paper

6. **Recognize and describe the symptoms of common communicable diseases such as venereal disease, flus, colds and mono.**

   Evaluation: class discussion, quiz

7. **Recognize and describe the symptoms of heart diseases.**

   Evaluation: class discussion, quiz

8. **Describe emergency home care and treatment of chronic and communicable diseases.**

   Evaluation: class discussion, quiz

9. **List criteria for choosing a doctor or other health care.**

   Evaluation: class discussion, panel, discussion paper

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TIME FRAME	
1	2

10. **Be able to describe differences in general practitioners vs. specialists; fee-for-service vs. prepaid medical service; group vs. individual practice; and health maintenance organizations.**

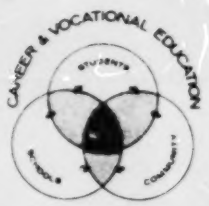
    Evaluation: class discussion, panel or discussion paper

11. **Describe methods of preventive dental health.**

    Evaluation: class discussion and demonstration

12. **Be familiar with basic first aid for emergencies and CPR techniques.**

    Evaluation: class discussion, quiz



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EVALUATION PROCEDURE

The Concepts of Health course will follow the Career and Vocational Education guidelines for 17-week reporting cycles, to provide for course monitoring and to insure the use of evaluation data for the improvement of instruction.

The teacher will complete the following evaluation tasks:

SELF-EVALUATION

At the 9th week of each semester the teacher should examine each of the Teacher Objectives and each of the Student Performance Objectives as a self-evaluation tool to determine the extent of teacher and student progress.

MANAGEMENT SYSTEM REPORT--TIME FRAME CHECK LISTS

At the 17th week of each semester the teacher will examine each of the Teacher Objectives and Student Objectives and complete the Time Frame Check Lists to determine if the objectives were successfully achieved.

NARRATIVE REPORT

At the 17th week of each semester the teacher will prepare a Narrative Report which will:

- evaluate success in completing teacher and student objectives.
- analyze reasons for partial or noncompletion of objectives.
- describe constraints or problems affecting the teaching or learning process.
- suggest revisions to improve the Concepts of Health course.
- recommend methods for future course promotion.

Submit the TIME FRAME CHECK LIST AND NARRATIVE REPORT by the end of the 18th week of each semester to the following people:

- Department Head
- Principal or Designee
- Superintendent or Designee

The Career and Vocational Education Office will act as an information and data retrieval center. After final evaluation reports on the Concepts of Health course are received, they will be reviewed in order to ascertain the type and level of support needed for the course on the district and local school level.

The Concepts of Health Management System will be revised and updated on a yearly basis or as needed. Changes in the management system will be based upon student and course needs as indicated in the evaluation reports that are prepared by local teachers and other appropriate individuals.

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APPENDIX I

Management System Report--Time Frame Check Lists

Teacher Facilitating Objectives

Student Objectives

Narrative Report

MANAGEMENT SYSTEM REPORT--TIME FRAME CHECK LIST

TEACHER FACILITATING OBJECTIVES

Teacher _____ Date _____

School _____ Date _____

Page	Page	Page	Page	Page	Page
Time Frame	Time Frame	Time Frame	Time Frame	Time Frame	Time Frame
1 2	1 2	1 2	1 2	1 2	1 2

MANAGEMENT SYSTEM REPORT--TIME FRAME CHECK LIST

STUDENT OBJECTIVES

Teacher_____ Date_____

School_____ Date_____

Page	Page	Page	Page	Page	Page
Time Frame	Time Frame	Time Frame	Time Frame	Time Frame	Time Frame
1 2	1 2	1 2	1 2	1 2	1 2

MANAGEMENT SYSTEM REPORT

NARRATIVE REPORT

Teacher _____ Course _____

School _____ Date _____

A Narrative Report should:

- Evaluate success in completing teacher and student objectives.
- Analyze reasons for partial or noncompletion of objectives.
- Describe constraints or problems affecting the teaching or learning process.
- Suggest revisions to improve the course.
- Recommend methods for future program promotion.

NARRATIVE REPORT
(Attach additional sheets if necessary.)

APPENDIX II

Resource Materials

SUGGESTIONS FOR AV MATERIALS FOR HEALTH EDUCATION

AVNA
Box 9
Pleasantville, NY 10570

Challenge and Change - Growing Up In America
#208 $85.00

Abortion: A Rational Approach
#204 $42.50

VD: Silent Epidemic
#201 $63.75

Rape: The Savage Crime
#229 $42.50

Contraception: A Matter of Choice
#206 $42.50

SUNBURST COMMUNICATIONS
Dept. TG
Pleasantville, NY 10570

Your Emotions: The Coping Process
#236 $50.00

Gramp: A Man Ages and Dies
#230 $25.00

Suicide: Causes and Prevention
#604 $50.00

Perspectives on Death
#228 $50.00

Guidance Associates
757 Third Avenue
New York, NY 10017

Death and Dying: Closing the Circle
#6C-102-549 $58.50

How Would You Like To Be Old
#6C-103-364 $48.50

Alcohol: The Social Drug/The Social Problem
#6C-103-182 $48.50

Changing Times Educ. Services
P. O. Box 31296
San Francisco, CA 94131

Buying Health Care
#2335 $47.50

Harper and Row

Redesigning Man: Science and Human Values Series

Spence Health Education
P. O. Box 8113
Waco, TX 76710

Disease of the Heart
#SL-9605 $29.50

Cancer: Types, Prevention and Treatment
#SL-9702 $29.50

High Blood Pressure: Silent Killer
#SL-9827 $29.50